1:Stanford U. S-4, 5 1956 AF14 Central China AF14

the new business or political hierarchy and yet were unwilling to return to their home villages. They had been too long removed from their original environment to feel anything but estranged from it. 565 178 517

Influenced by the idea of democracy which they had discovered in school, the intellectuals began to solicit support from the masses, a move which traditional scholars would not have considered. Robert North's study of Kuomintang and Communist leaders shows that the majority of them came from middle-class, land-owning, and merchant families and were graduates of modern schools.[10] The labor unions, the peasant associations, the rural reconstruction experiments, and the Communist Party became the milieu in which the intellectuals began their new careers.

During this period of social and political disorder, military men began to gain power, obtaining offices by virtue of their military success. Rather than despising the military as the older scholars did, many intellectuals began to seek similar careers as a means to power. This tendency began with the opening of the Huang-p'u (Whampao) Military Academy in Kwangtung for the training of officers for the 1923-27 campaign against the warlords. In the 178 701 [874]

10. Robert North, Kuomintang and the Chinese Communist Elites, Stanford University Press, 1952, pp. 116-121.

1:Stanford U. S-4, 5 1956 AF14 Central China AF14

As shown in Chart 1, the primary school consists of six grades divided into two levels. For students at rural schools, the first four years of primary school education may constitute an integral unit by itself and may be sufficiently useful if the students have to take up farming or other professions upon the completion of this unit. This feature was later attacked by the Communists as a mark of discrimination against the peasants and workers. But it is to be remembered that at one time the Nationalist Ministry of Education did attempt to revise the primary school system by making it a five-year, one-level system. 872

Another feature of the Nationalist system of education attacked by the Communists was its failure to establish vocational schools with college standing, thus forcing vocational school graduates to terminate their education at the high school level. While most of the vocational school graduates did not continue their formal education, the system under the Nationalist did not preclude this possibility. The doors of the colleges were open to such graduates as were qualified for enrollment. The only restrictive factor was that most of the vocational school graduates because of their specialization had to take additional courses in order to fulfill general requirements before they could pass the entrance examination to the regular college. 874

By 1946, the Nationalist Ministry of Education announced, 54.52 per cent of the nation's population above the age of six either 871

1; Stanford U. S-4, 5 . 1956 AF14 Central China AF14 .

Table II. Institutions of Higher Learning in Central-South China */

NAME	LOCATION	NUMBER OF DEPARTMENTS	NUMBER OF SPECIAL COURSES	SPECIALIZATION
873 University of Wuhan	Wuchang	9	1	General
Chung-shan University	Canton	8	none	General
874 Hua-chung Engineering College	Wuchang	3	3	Engineering
Nan-kan Engineering College	Canton	6	4	Engineering
Chung-nan Mining College	Changsha	3	2	Mining
Chung-nan Civil Engineering College	Changsha	1	1	Civil engineering
Hydraulic Engineering College, Wuhan University	Wuchang	1	1	Hydraulic Eng.
Wuhan Inland Waterway Transportation College	Wuchang	2	None	Inland navigation, shipbuilding
Hua-chung Agricultural College	Wuchang	8	none	Agriculture
Nan-kan Agricultural College	Canton	8	none	Agriculture
Honan Agricultural College	Kaifeng	2	none	Agriculture
Hunan Agricultural College	Changsha	2	none	Agr., forestry
Hsiangsi Agricultural College	Nanchang	2	none	Agr., forestry
Kwangsi Agricultural College	Kweilin	2	none	Agr., forestry
Chung-nan Financial and Economic College	Wuchang	6	none	Finance, economics
Chung-nan College of Political Science and Law	Wuchang	none	1	Pol. Science, Law
Chung-nan T'ung-chi Medical College	Hankow	2	none	Medicine, public health
Hunan Medical College	Changsha	1	none	Medicine
Hupeh Medical College	Wuchang	1	none	Medicine
Kwangsi Medical College	Kweilin	1	none	Medicine
Nan-kan Medical College	Canton	1	none	Medicine
Kiang-hua Medical College	Nanchang	1	none	Medicine
Honan Medical College	Kaifeng	1	none	Medicine
Hua-chung Teachers' College	Wuchang	9	10	General
Nan-kan Teachers' College	Canton	9	9	General
Honan Teachers' College (no.1)	Kaifeng	6	6	General
Honan Teachers' College (no.2)	Hsin-hsiang	4	4	General
Hunan Teachers' College	Changsha	6	6	General
Hsiangsi Teachers' College	Nanchang	3	7	General
Kwangsi Teachers' College	Kweilin	3	4	General
Hupeh Special School for Teachers	Wuchang	none	9	General
Honan Special School for Teachers	Kaifeng	none	6	General
Chung-nan College of Physical Education	Nanchang	2	none	Physical education
Chung-nan Special School of Music	Wuchang	none	3	Music
Chung-nan Special School of Arts	Wuchang	none	3	Arts

* Jen-min Shou-ts'e /People's Handbook, 1956/, Tientsin, Ta-kung pao, 1956, pp. 867-70.

(Table II faces p. 286.)

1:Stanford U. S-4, 5 1956 AF14 Central China AF14

below the county and ch'ü levels into the new plan.[22] The plan called for cadre education equivalent to grade school and/or that of junior high school. Also included in the program, and to be completed in three or four months, was a class for the illiterate. Evening schools for the average cadre took twenty weeks at six hours a week to complete. The secretaries and administrative personnel of the Party who were unable to take time off during the day for the supplementary classes would attend school in the evening.

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The purpose of the ideological school is to train Party members, candidates for membership, and leaders of mass organizations. The first group of schools of this type was established in 1951 in such major cities of the Central-South Region as Wuhan in Hupeh, Canton in Kwangtung, and Nanchang in Kiangsi. By 1953, there were sixteen schools with an enrollment of 7,500. The well-publicized Wuhan Marxist Evening School will serve as an example.[23] The school, fully staffed by Party functionaries, reported an enrollment of 543. In addition to the ideological schools, a Party study system in the rural areas was further strengthened in 1955.[24]

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22. People's Daily, January 22, 1954, p. 1.

23. Yangtze Daily, Sept. 1, 1951, p. 3; reports on schools in other cities, ibid., August 19, 1951, p. 3.

24. Central-South China Bureau directive, New China Monthly, No. 4, April 1955, pp. 30-31.